



DC Public Education Landscape

December 18, 2019

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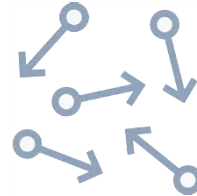
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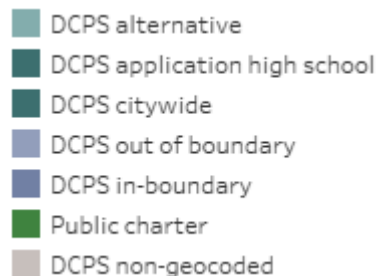
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Enrollment Sector

In Washington, DC, public school students can enroll in their DCPS in-boundary school or participate in the school lottery to enroll in a DCPS out of boundary, DCPS citywide school, DCPS application high school, or a public charter school. Just over half of public school students enrolled in a DCPS school in SY18-19 (53%) and just under half (47%) enrolled in a public charter school. Differentiating within the different types of DCPS schools, in SY18-19 approximately one quarter (27%) of public school students attended their in-boundary DCPS school as compared to 20% at DCPS out of boundary and 5% at the remaining three other types of DCPS schools.

Citywide

Between SY13-14 and SY18-19 the DCPS share dropped from 56% to 53%, driven by slightly lower shares of students enrolling at their in-boundary and out of boundary schools; the share at other DCPS schools remained stable.



DCPS in-boundary (27%)

Enrollment at public charter schools as a share of all enrollment increased from 44% in SY13-14 to 47% in SY18-19.

Source: OSSE Audited Enrollment, SY13-14 to SY18-19

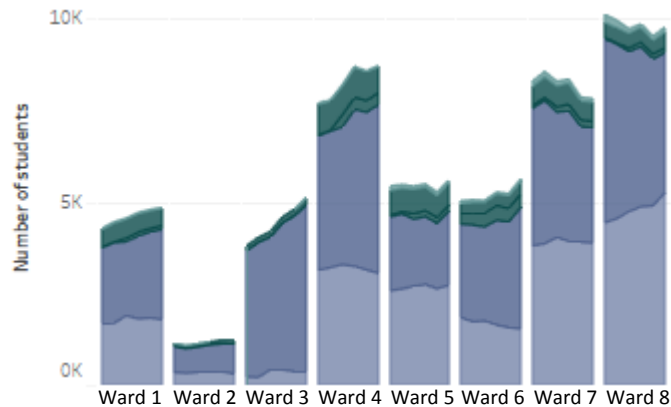


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Sector by Ward of Student Residence

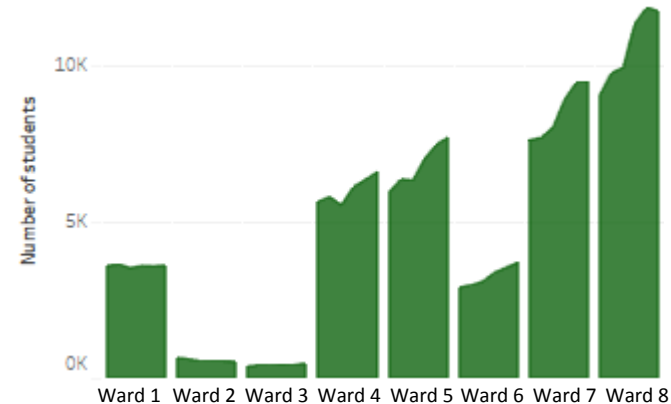
More students living in Wards 1, 4, and 6 enrolled at their in-boundary DCPS school in SY18-19 as compared to SY13-14. Additionally, more students living in every ward but Wards 1 and 2 enrolled in public charter schools located anywhere in the city in SY18-19 compared to SY13-14. Public school students living in Ward 3 tend to enroll in their in-boundary DCPS school over other types of DCPS or public charter schools.

DCPS Students, All Grades



- DCPS alternative
- DCPS application high school
- DCPS citywide
- DCPS out of boundary
- DCPS in-boundary

Public charter Students, All Grades



Public charter enrollment ranges from 8% in Ward 3 to 58% in Ward 5 (SY18-19).

Source: OSSE Audited Enrollment, SY13-14 to SY18-19



Students living in neighborhood clusters west and directly south of Rock Creek Park have higher rates of enrollment at their in DCPS in-boundary school than their peers elsewhere in Washington, DC. Students living in neighborhood clusters in the northeast and southeast quadrants have higher rates of enrollment in the other types of DCPS lottery schools (i.e., out of boundary, citywide, application, and alternative) and public charter schools than elsewhere in the city. Patterns vary slightly by grade level, particularly in middle school.



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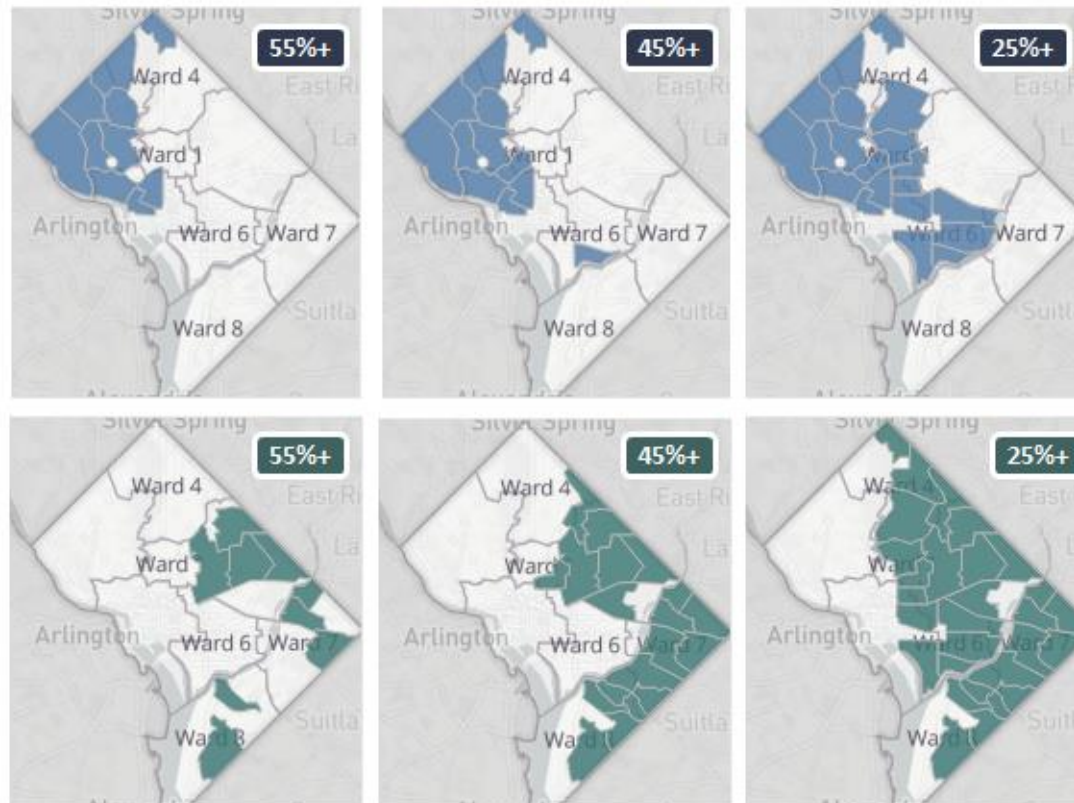


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Sector Share by Neighborhood Cluster of Student Residence

These series of maps illustrate the range of in-boundary DCPS and public charter enrollment across the city. The highest shares of in-boundary DCPS enrollment are in the upper northwest portions of the city migrating into the neighborhoods around Rock Creek park and into Ward 6. Enrollment in public charter schools is the highest in the neighborhoods in Ward 5 and in pockets of Wards 7 and 8, and then migrate more uniformly south into the neighborhoods East of the Anacostia River.

In-Boundary Share



Public Charter Share

Source: OSSE Audited Enrollment, SY18-19

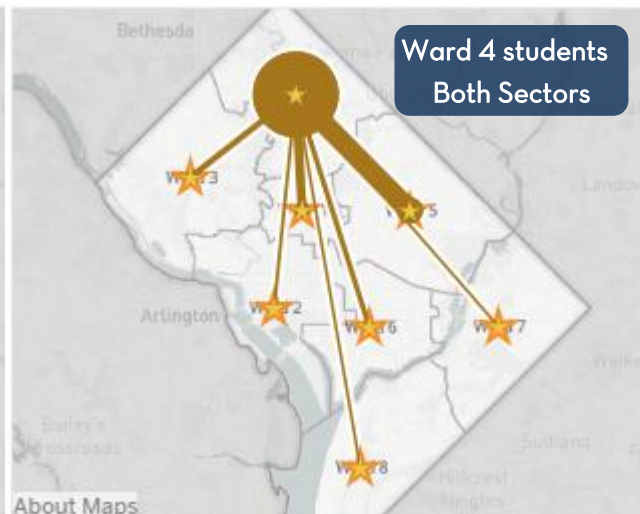
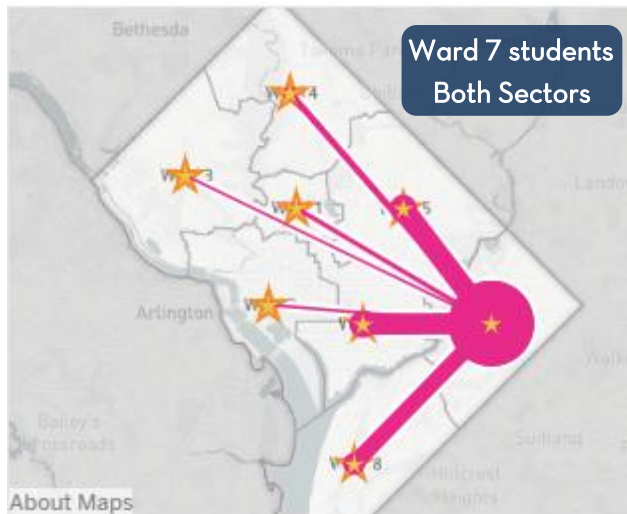
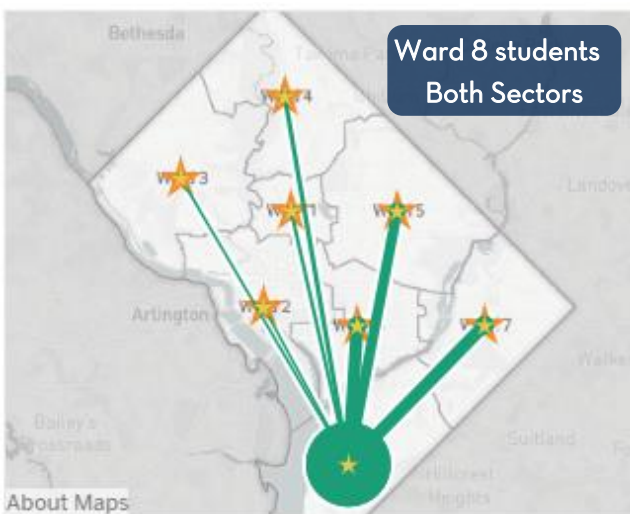
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Chapter 4. Enrollment Patterns

Enrollment Flow Within and Across Wards

The following maps summarize the pattern and number of the wards where students travel to school. Each color represents a ward where students live. The size of the circle represents the number of students attending school in the same ward they live. (The circle is located in the center of the ward for ease of interpretation.) The thickness of the corresponding line represents the number of students traveling to another ward to attend school. In most wards, the majority of students attend school in the ward they live. Cross-ward commuting tends to be limited to nearby wards. See the interactive dashboard for more information.



Source: OSSE Audited Enrollment, SY13-14 to SY18-19

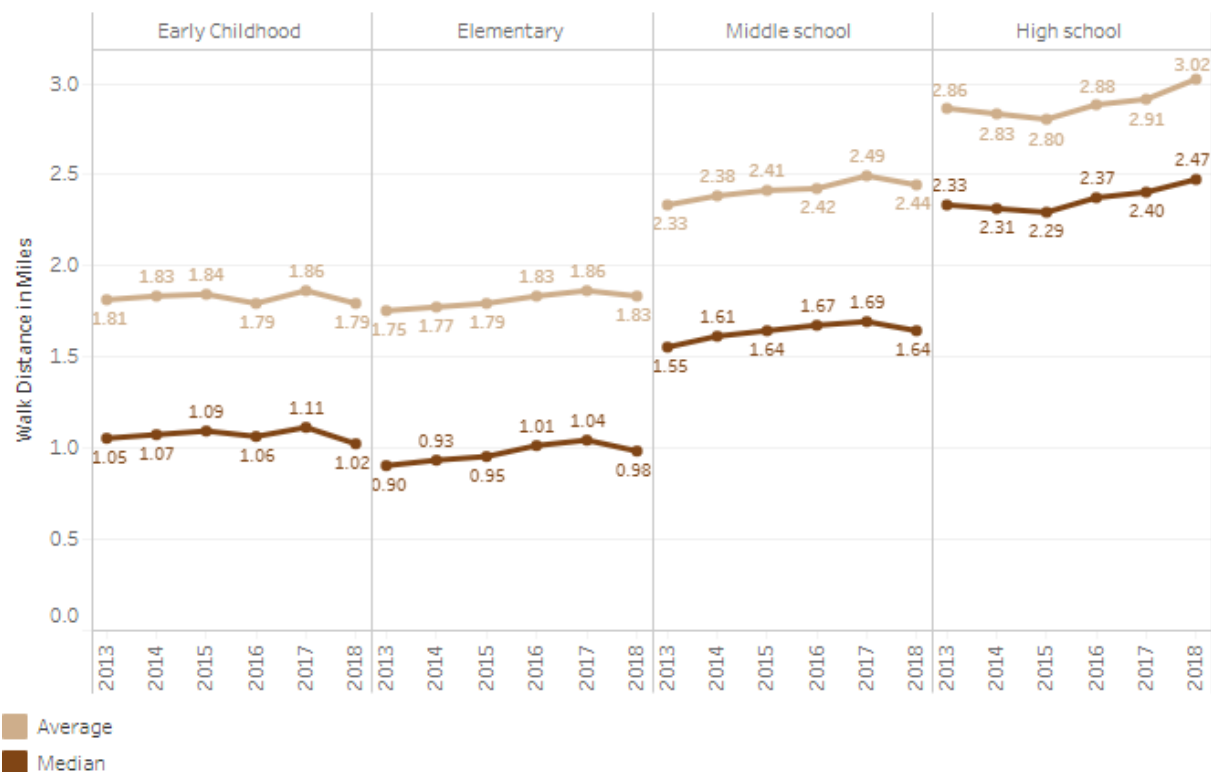


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Trends in Distance to School by Grade Band

The median citywide walk distance for PK3 through 12th grade students between where they live and attend school is 1.4 miles and the average citywide walk distance is 2.2 miles. Students in grades PK3 to 5th grade travel the shortest distances between home and school, and the walk distances increase as students get older. These measures have been mostly stable over the past six years, trending upward very slightly.

Citywide Walk Distance from Home to School by Grade Band, 2013-2018



Source: OSSE Audited Enrollment, SY13-14 to SY18-19

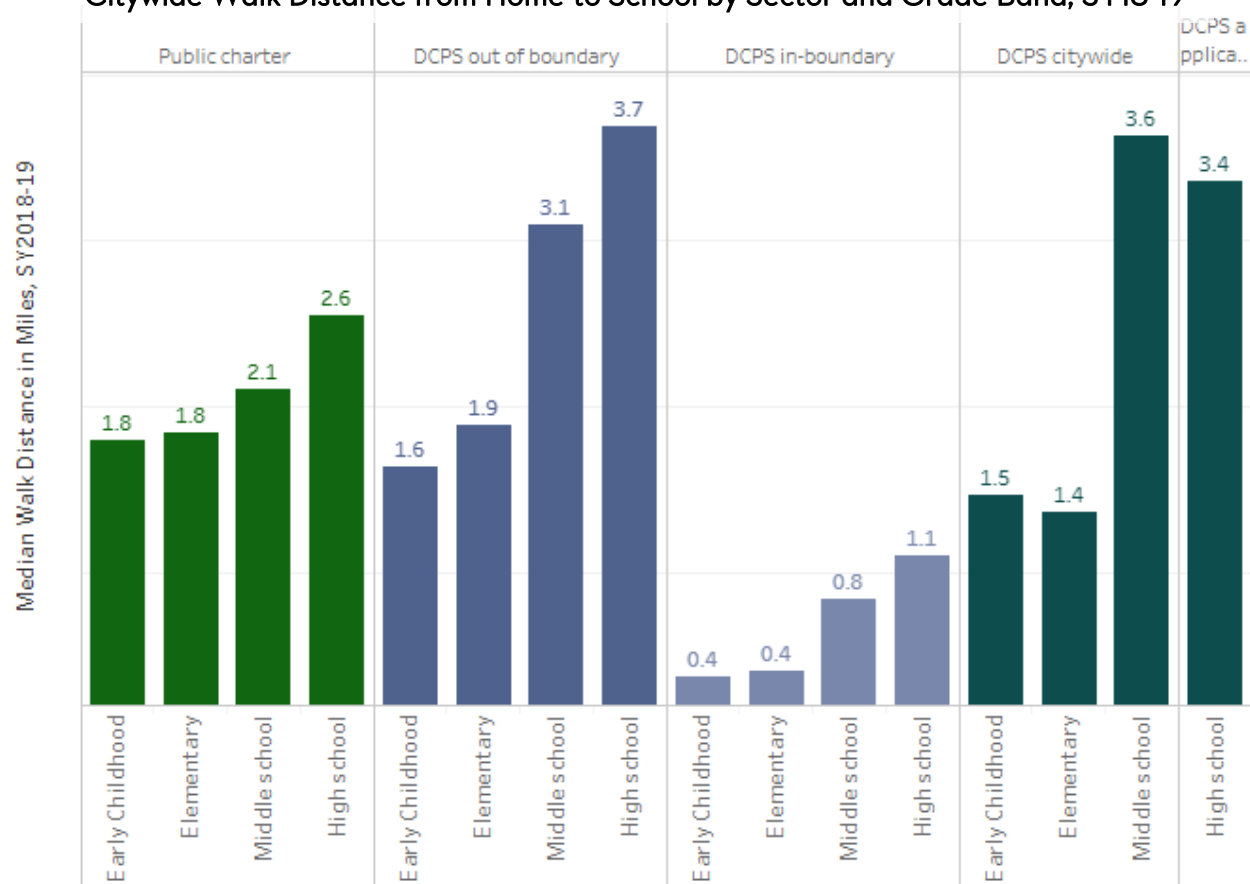


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Distance to School by Grade Band and Sector

Students attending their in-boundary DCPS school have the shortest walk distance between their home and school compared to other enrollment categories, regardless of grade level. Students in elementary grades travel practically the same median distances to DCPS out of boundary schools as to public charter schools (1.9 and 1.8 miles, respectively), while in the middle and high grades, students attending DCPS out of boundary schools had a longer median walk distance than public charter students.

Citywide Walk Distance from Home to School by Sector and Grade Band, SY18-19



Source: OSSE Audited Enrollment, SY13-14 to SY18-19

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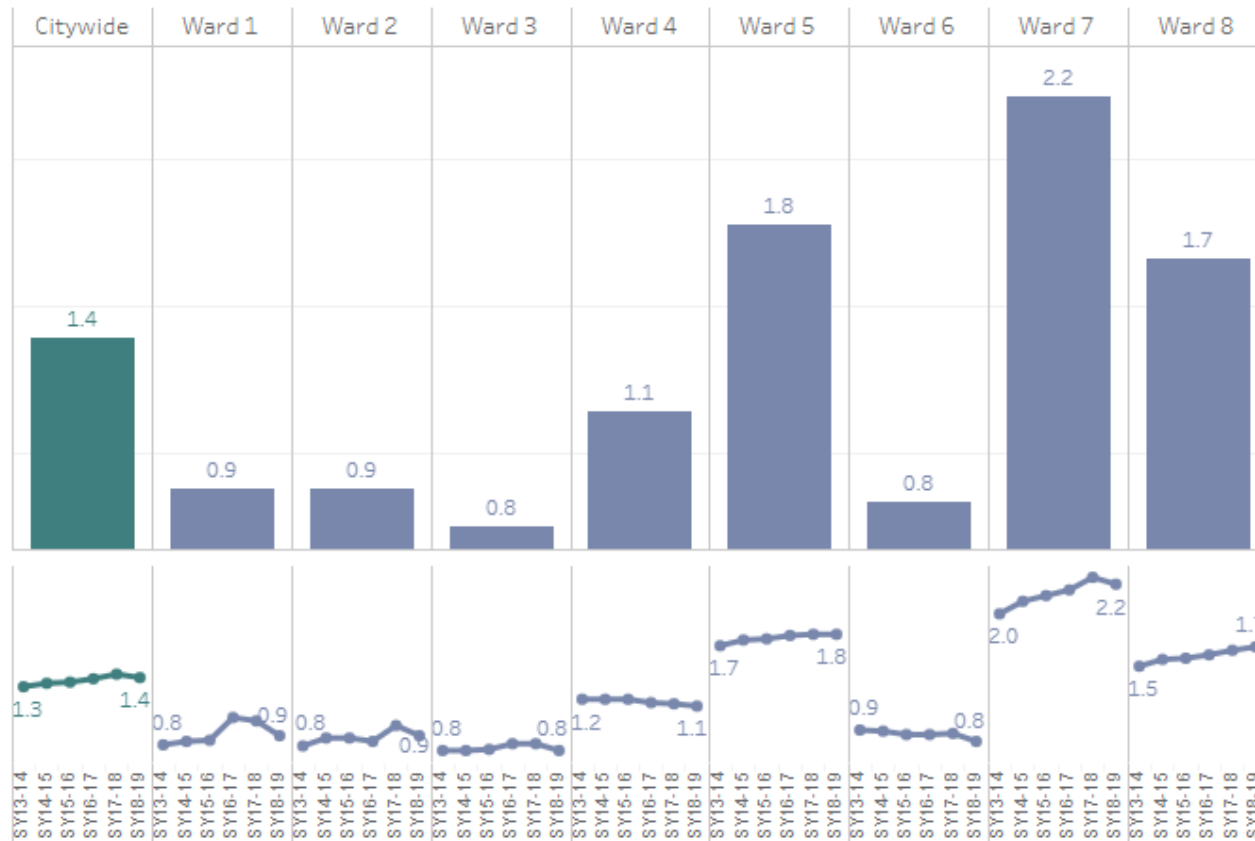


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Trends in Distance to School by Where Student Lives

In addition to varying widely by grade level and enrollment category, students in some wards of the city travel farther than others. On average, students living in Wards 5, 7, and 8 travel farther than the city median, while students in Wards 3 and 6 travel the shortest median distance. Walk distances by ward have trended up slightly in Wards 1, 2, 5, 7, and 8 since SY13-14.

Citywide Walk Distance from Home to School by Ward, 2013-2018



Source: OSSE Audited Enrollment, SY13-14 to SY18-19

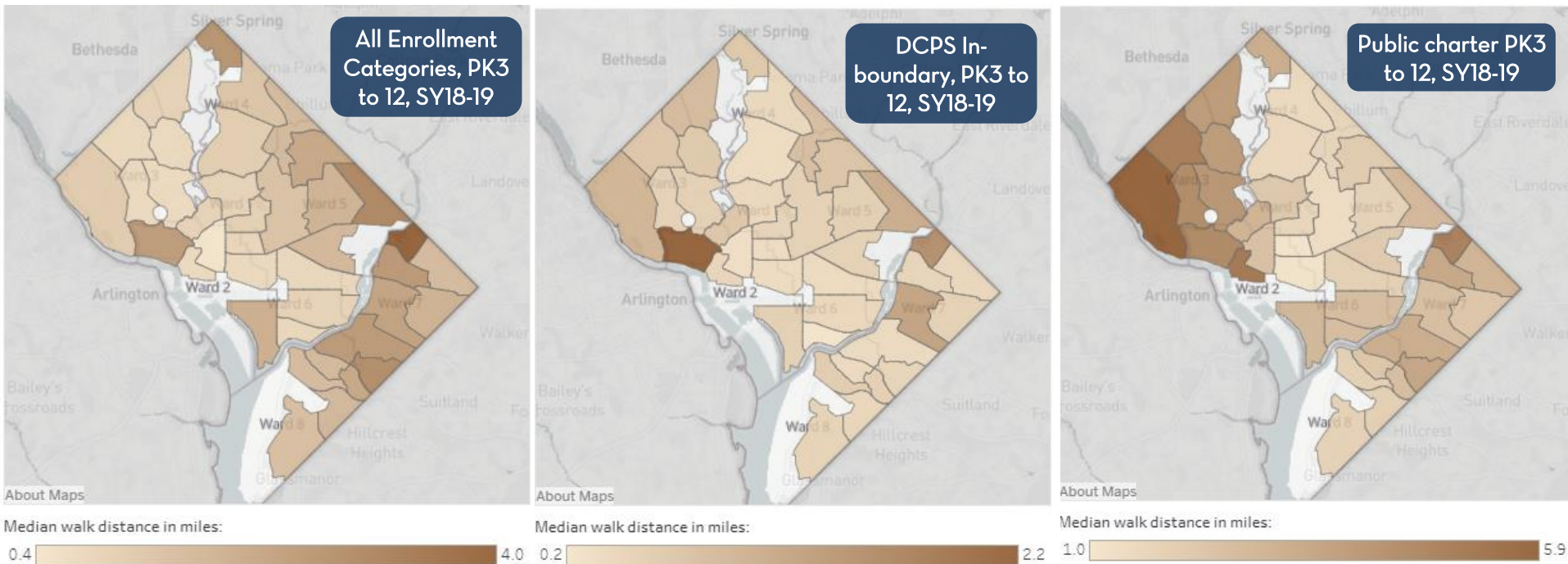
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Trends in Distance to School Neighborhood Cluster of Student

Across both sectors, students in neighborhoods with physical barriers, like highways and parks, travel the farthest to school, on average. Predictably, these distances vary by grade band and enrollment category. However, students in neighborhoods like Kenilworth, Colonial Village, Fairfax Village, and Hillbrook (Clusters 29, 16, 35, and 30) consistently travel the farthest, and students in Shaw and Downtown (Clusters 7 and 8) consistently travel the least distances. Citywide, nearly 23,000 (27%) PK3-12 students travel 3 or more miles to school.



Source: OSSE Audited Enrollment, SY13-14 to SY18-19



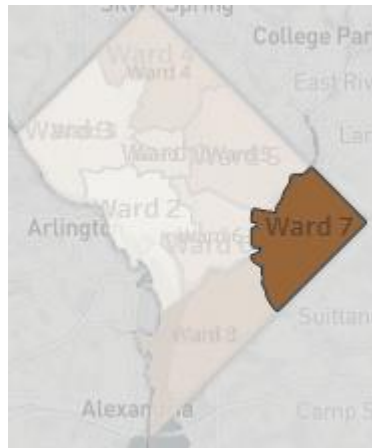
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Distance to School by School STAR Rating ★

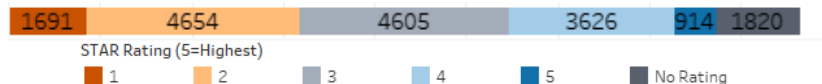
The following shows the median distance that students travel to schools categorized by the School Transparency and Reporting (STAR) Framework. Each school is provided an overall STAR rating, with one star being the lowest and five the highest.

The distance students travel to schools with higher STAR ratings varies across the city. For example, in Ward 7, where the median distance to school for all students was the highest in the city at 2.2 miles in SY18-19, students attending schools with ratings of 3, 4, and 5 travel further than their peers at schools with STAR Ratings of 1 or 2. The median distance for Ward 7 students traveling to 5 STAR schools was 4.3 miles and the median distance for students traveling to 1 STAR schools was 1.9 miles.

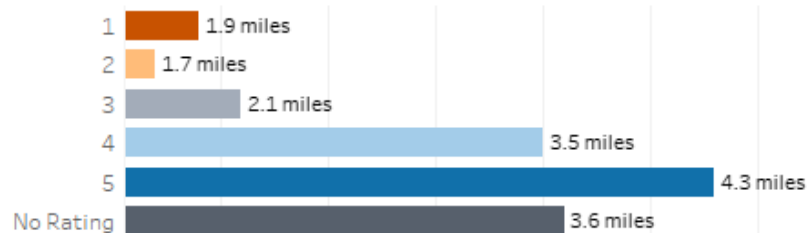
Students who live in Ward 7, All Grades, SY18-19



Students from Ward 7 by their school's STAR Rating, SY18-19



Median distance traveled to school by students who live in Ward 7 by STAR rating of their school, SY18-19



Source: OSSE Audited Enrollment, SY13-14 to SY18-19; OSSE 2018 and 2019 DC School Report Card and STAR Framework



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Sources:

Student-level enrollment and home addresses: SY2013-14 through SY2018-19 OSSE Audited Enrollment. Student level data was geocoded by the Office of the Chief Technology Officer with all District-appropriate neighborhood geographies and DCPS boundary rights from the Electronic Boundary Information Rights appended to each student. Home addresses reflect students' residences provided at the time of registration. Registration can occur between the spring prior to the start of the school year up until the enrollment audit, approximately October 5th of the current school year.

The following audited enrollment business rules were applied to the audited enrollment file for SY17-18 and SY18-19:

The universe of DCPS students includes audited UPSFF residents + Non-resident tuition paying + Residency unverified.

The universe of public charter students includes audited UPSFF residents.

Distance to school: The DME calculated the distance between students' addresses per the audited enrollment file and where they attended school at the facility level as of the audited enrollment file. Distances were calculated using ArcGIS's geo-spatial network analyst tool that takes into account Washington, DC's streets and walkways provided by the DC Office of Planning.

School facility addresses: School facility addresses were verified with District of Columbia Public Schools and the DC Public Charter School Board. School facility addresses were geocoded by the Office of the Chief Technology Officer with all District-appropriate neighborhood geographies included. The DME related the OSSE Audited Enrollment, SY2013-14 through SY2018-19, to individual facilities based on grades served. In instances where multiple facilities served the same school's grade configurations then the distance to the facility with the highest enrollment was used.



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Sources, continued:

OSSE School Transparency and Reporting (STAR) Framework:

- The STAR Framework provides an overall school performance rating from 1 to a 5 stars based on an overall school performance score (1 STAR being the lowest and five the highest). STAR calculates an overall school performance rating using measures of academic achievement, student growth, school environment, English language proficiency, and graduation rates for student groups in the school. The STAR Framework first measures a school's performance for all students for each of the applicable metrics and then measures performance for students with disabilities, students who are at-risk, English learners, and each racial/ethnic group in the school with more than ten students. Schools that serve exclusively adults, exclusively students in grades PK3 thru grade 2, schools that are new, and schools that serve small numbers of students (below the threshold for student data privacy protections) do not receive STAR ratings. In 2018, 203 out of 235 schools in DC earned a STAR rating. In 2019, 206 out of 239 schools in DC earned a STAR rating. See OSSE's 2018 and 2019 [Framework Briefs and Technical Guides](#) for more information.
- Enrollment is aggregated at the grade band level (PK3-5, 6-8, 9-12, Adult, Alternative, and SPED) for each school. However, not every grade band and its associated enrollment has its own Framework Score and Framework Rating. For example: if a school's enrollment spans grades 5th-12th, the school would have enrollment for three grade bands, Elementary, Middle, and High. However, the school would only be rated under two frameworks under the STAR Rating system: Middle and High. In these cases, the other grade band and its enrollment is assigned the Framework, including the Framework Rating and Score, under which those students were rated. In the case of the example, the 5th grade students were rated under the Middle Framework, but their enrollment will be included in the elementary count when the dashboard is filtered by grade band for Elementary (PK3-5).